

# State of Michigan School Improvement Planning Template

<b>School:</b> Happyvalley Middle School				<b>School Year:</b> 2007 - 2008			
<b>Section I: Comprehensive Analysis Report on Student Achievement</b> (From the Comprehensive Needs Assessment - Section 1)							
<b>Content Area:</b> English Language Arts: Writing				<input checked="" type="checkbox"/> <b>Active goal</b> <input type="checkbox"/> <b>Maintenance goal</b> <input type="checkbox"/> <b>Revised Goal</b>			
<b>Student Goal Statement:</b> All students at Happyvalley Middle School will be proficient writers.							
<b>Statement of gap in student achievement (must be based on Multiple Measures of Student Achievement Data):</b> Based on a review of three different assessment data, only 37% of our students are scoring proficient on all three measures of writing.							
<b>Contributing cause for the gap in student achievement:</b> Specifically, the male sub-group is scoring 20 points below the school's aggregate score of 53% of the students scoring in the proficient category of MEAP writing. Further analysis showed that narrative writing scores are low because student writing, especially male student writing, lacks detail.							
<b>List multiple sources of data used to identify this gap in student achievement:</b> MEAP, District Writing Prompts (quarterly), Integrated Theme Tests (bi-monthly)							
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b> (From the comprehensive Needs Assessment - Section II)							
<b>Listed below, are the challenges from the Comprehensive Needs Assessment Strand report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed by strategies/activities in your SIP in Section III)</b>							
Students	Technology	Student Centered		Volunteering		Purpose	
Best Practice	Coaching & Facilitating	Technology		Business Community		Multiple Types	
Student Engagement	Clear Expectations	Uses Best Practice		Educational Institutions		Multiple Sources	
Meets Student Needs	Collaboration & Communication	Student Engagement		Collaboration		Tools	
<b>Note: all of these challenges can form the basis of the school's Professional Development Plan</b>							
<b>Section III: Plan to Accomplish Student Achievement Goals and Objectives</b>							
<b>Measurable Objective Statement to support Goal:</b> 65% of students overall will score in the proficient category in writing on ITBS including 59% of the male sub-group scoring proficient in writing on ITBS, 75 % of students overall and 65% of males will score in the proficient category on the quarterly district writing prompts, 80%of students overall and 70% of males will score in the proficient category on the bi-monthly grade level Integrated Theme Tests							
<b>Strategy Statement:</b> 🌸 Teachers will research best practices around writing instruction that focuses on including details and differentiate instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results and the use of technology.							
Activity to implement the strategy	Staff responsible for implementing activity	Timeline for activity		Resources Needed for activity		Monitoring Plan for the activity	Evidence of activity success
		Begin	End	Material	Source/\$		
1. Staff will read "Boys and Girls Learn Differently" by Michael Gurian and "Classroom Instruction That Work." by Robert Marzano. (from Key Characteristic challenges – Uses BestPractice)	🌸 All staff	Summer 2007	Oct. 2007	Books by Gurian and Marzano as indicated in Action Steps	Title II, Part A \$950	Survey of staff by SI team	Results of survey
2. Collaborative meetings/staff meetings will focus on above best practices (from Key Characteristic challenges – Collaboration & Communication	🌸 All staff 🌸 SI Team 🌸 Principal	Oct. 2007	June 2008	Building schedule of meetings		SI Team and principal will review meeting agendas /minutes posted on school's intranet  Grade level/content teams will report out on key learning applications.	Agendas and minutes will reflect content of best practices.

3.	Training in Six Traits for teachers who have not had the training (3 teachers) <i>from Key Characteristic challenges – Best Practice)</i>	<ul style="list-style-type: none"> <li>Department chairs</li> <li>New staff</li> </ul>	August 2007	Sept. 2007	Registration for Six Traits	Title II, Part A \$300 x 3 teachers	Department chairs will check that teachers are registered and have attended.	Teachers' evaluation of Six Traits training and reflection on the training.
4.	Teachers will share best practices at grade level/content area meetings and collaboratively decide which instructional practices from the readings to implement in classrooms prior to the writing assessments – focusing on both details and strategies to engage boys in writing  Lists of strategies chosen by grade level/ content teams will be given to principal and Department Chair and SI Team  <i>(from Key Characteristic challenges – Collaboration &amp; Communication and Uses Best Practices)</i>	<ul style="list-style-type: none"> <li>All staff</li> <li>Department chairs</li> <li>Principal</li> <li>School Improvement Team</li> </ul>	Oct. 2007	June 2008	Attendance at meetings by ELA teachers  Training in walk-throughs for principal	Title II Part A \$600	Occasional attendance of meetings by principal and department chair.  SI Team and principal will review meeting agendas /minutes posted on school's intranet  Principal walkthroughs looking for implementation of strategies listed by each grade level/content teams.  Principal and department chair will review lesson plans/ curriculum Maps looking for differentiated instruction for boys  Principal and department chair will review lesson plans/ curriculum maps indicating lessons in content focusing on details	Observations of meetings by principal and department chair.  Agendas and minutes will reflect content of meetings.  Walkthrough documentation.  Lesson Plans and Curriculum Maps contain appropriate best practices.  Lesson plans and curriculum maps contain appropriate best practices.
5.	Grade level/content area teachers will meet at least four times a year to collaboratively score student writing, paying special attention to the inclusion of details and disaggregate the writing scores of males.	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Oct. 2007	June 2008	Attendance at meetings by staff.	No cost	Occasional attendance of meetings by principal and department chair.  Schedule of collaborative scoring meetings..	Observations of meetings by principal and department chair.  Quarterly prompts, scored on Six Traits rubric showing growth in content and ideas.  Additional writing assessments as agreed upon by grade level/ content teams.  Disaggregation of writing scores by gender and trait showing lessening of gap between males and females.
6.	Using data, teachers will monitor and adjust instruction and do timely interventions for identified	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Oct. 2007	June 2007	Meetings attended by staff.	No cost	Occasional attendance of meetings by principal and department chair.	Observations of meetings by principal and department chair.

<p>students using research-based strategies as identified in Step 4.</p> <p>Grade level/content area meetings will reflect the collegial dialogue as described above.</p> <p>(from Key Characteristic challenges –Collaboration &amp; Communication and Best Practices)</p>						SI Team and principal will review meeting agendas /minutes posted on building's intranet.	Agendas and minutes will reflect content of meetings.
<p>7. Begin extended time writing instruction focusing on males,</p>	<ul style="list-style-type: none"> <li>✿ School Improvement Team</li> <li>✿ Staff</li> </ul>	Oct. 2007	June 2008	Extended time writing workshop s targeted at males	Section 31a - \$5000 for staffing of extended time program	Attendance of targeted boys at after- school extended learning focused on increasing writing skills.	Comparison of writing scores of boys participating in workshop to boys not participating in workshop – looking for trends of achievement growth in writing, focusing on using details.
<p>8. Incorporate writing and technology.</p> <p>(from Key Characteristic challenges – Technology)</p>	<ul style="list-style-type: none"> <li>✿ Department chairs</li> <li>✿ All staff</li> <li>✿ Principal</li> <li>✿ Technology Director</li> <li>✿ School Improvement Team</li> </ul>	Sept. 2007	June 2008	In-service in use of tech. district/ building staff)	Title IID funds for software \$500	<p>Principal and department chairs will review Lesson Plans/ Curriculum Maps targeting integration of technology and writing.</p> <p>Principal walkthroughs looking for integration of technology and writing.</p>	<p>Lesson plans contain integration of technology and writing.</p> <p>Teachers showing increased use of technology when teaching writing</p> <p>Walkthrough documentation</p>

#### Other Required Information

**What research did you review to support the use of this strategy and activities?** Classroom Instruction that Works – Marzano, **There's No Practice Like Best Practice** Making Sense of the Research, Recommendations, and Rhetoric of Professional Teaching by Steve Peha, **Boys and Girls Learn Differently** by Michael Gurian

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/activities?** Use of Best Practices, Use of Technology as a writing tool, Instructional Strategies to engage the hard to reach student, professional development in Six Traits

**How has the school integrated the use of telecommunications and informational technology to support this strategy?** All staff will be trained in the application of technology software - Inspiration, Microsoft Office, Publishing- and how to use with students in the classroom.

#### Monitoring and Evaluation

**What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? (Include how all stakeholders will be involved)** Information on the implementation of this strategy will be collected during the school year as delineated above. Evidence collected will include: Workshop attendance by classroom teachers, agendas, and minutes of collaboration team meetings, samples of lesson plans, student attendance at after school workshops, and student scoring on common grade level writing rubrics. The school improvement committee will review the Evidence of Activity Success for each strategy listed to determine success.

**Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.** ✿